

New York State School Report Card Comprehensive Information Report

BEDS Code: 64-01-01-04-0001
 Name: Argyle High School
 Principal: Beth Abbass

Grade Range : 7-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	68	73	66
Eighth	72	71	67
Ninth	69	75	72
Tenth	69	65	62
Eleventh	47	65	61
Twelfth	48	47	61
Ungraded Secondary	6	0	8
Total K-12 Enrollment	379	396	397

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	0	0.0%	3	0.8%	3	0.8%
Black (Not Hispanic)	2	0.5%	2	0.5%	2	0.5%
Hispanic	3	0.8%	2	0.5%	3	0.8%
White (Not Hispanic)	374	98.7%	389	98.2%	389	98.0%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	19	0	0
English Grade 8	0	17	21
Mathematics Grade 8	17	17	15
Science Grade 8	17	16	20
Social Studies Grade 8	17	17	22
English Grade 10	22	20	22
Mathematics Grade 10	17	27	17
Science Grade 10	1	16	14
Social Studies Grade 10	17	22	20

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
50	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the middle range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	1	0.3%	1	0.3%
Eligible for Free Lunch	43	11.4%	43	10.9%	52	13.1%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.9%		95.9%		95.8%
Student Suspensions	15	4.1%	31	8.2%	17	4.3%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2001-02	2002-03	2003-04
Reduced Lunch	8.4%	10.1%	8.3%
Public Assistance	11-20%	11-20%	1-10%
Student Stability	100%	98%	100%

Staff Counts

Staff	2003-04
Total Teachers	29
Total Other Professional Staff	1
Total Paraprofessionals	NA
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	38	23	61%	37	18	49%	52	29	56%
Students with Disabilities	4	1	25%	4	0	0%	5	1	20%
All Students	42	24	57%	41	18	44%	57	30	53%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	7	32	0	3	14	1
Percent	12%	56%	0%	5%	25%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
5	1	0	5

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	4		4		5	2.2%
	Entered GED Program*	2		0		2	0.9%
	Total Noncompleters	6		4		7	3.1%
Students with Disabilities	Dropped Out	0		1		1	2.4%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	2.4%
All Students	Dropped Out	4	1.7%	5	2.0%	6	2.3%
	Entered GED Program*	2	0.8%	0	0.0%	2	0.8%
	Total Noncompleters	6	2.5%	5	2.0%	8	3.0%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	45	44	200
	Number of Students with Disabilities	3	4	50
	Number of All Students	48	48	250
	Percent of Enrollment	20%	19%	96%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	52	77%	58	84%	40	68%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	4	#	3	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	3	#	1	#
Science	1	#	2	#	1	#
Reading	0	0%	1	#	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	1	#	1	#
U.S. Hist & Gov't	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	12	92%	6	100%	6	67%
Science	2	#	2	#	8	50%
Reading	0	0%	2	#	1	#
Writing	0	0%	2	#	0	0%
Global Studies	3	#	2	#	2	#
U.S. Hist & Gov't	0	0%	1	#	1	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	50	69	64	4	7	8
Number Scoring 55-100	49	66	63	#	6	7
Number Scoring 65-100	46	60	59	#	5	5
Number Scoring 85-100	16	27	30	#	0	0
Percentage of Tested Scoring 55-100	98%	96%	98%	#	86%	88%
Percentage of Tested Scoring 65-100	92%	87%	92%	#	71%	62%
Percentage of Tested Scoring 85-100	32%	39%	47%	#	0%	0%
Mathematics A						
Number Tested	38	73	73	5	1	8
Number Scoring 55-100	23	65	71	3	#	6
Number Scoring 65-100	14	59	67	0	#	3
Number Scoring 85-100	1	12	10	0	#	0
Percentage of Tested Scoring 55-100	61%	89%	97%	60%	#	75%
Percentage of Tested Scoring 65-100	37%	81%	92%	0%	#	38%
Percentage of Tested Scoring 85-100	3%	16%	14%	0%	#	0%
Mathematics B						
Number Tested	0	0	29	0	0	0
Number Scoring 55-100	0	0	22	0	0	0
Number Scoring 65-100	0	0	14	0	0	0
Number Scoring 85-100	0	0	2	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	76%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	48%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	7%	0%	0%	0%
Global History and Geography						
Number Tested	69	70	59	7	8	6
Number Scoring 55-100	67	64	53	7	7	4
Number Scoring 65-100	58	59	46	4	5	4
Number Scoring 85-100	6	9	10	0	0	0
Percentage of Tested Scoring 55-100	97%	91%	90%	100%	88%	67%
Percentage of Tested Scoring 65-100	84%	84%	78%	57%	62%	67%
Percentage of Tested Scoring 85-100	9%	13%	17%	0%	0%	0%
U.S. History and Government						
Number Tested	42	64	63	4	6	9
Number Scoring 55-100	42	64	62	#	6	8
Number Scoring 65-100	38	61	57	#	5	7
Number Scoring 85-100	11	15	18	#	1	0
Percentage of Tested Scoring 55-100	100%	100%	98%	#	100%	89%
Percentage of Tested Scoring 65-100	90%	95%	90%	#	83%	78%
Percentage of Tested Scoring 85-100	26%	23%	29%	#	17%	0%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	122	56	76	15	6	7
Number Scoring 55-100	119	47	65	15	4	1
Number Scoring 65-100	115	41	54	12	3	0
Number Scoring 85-100	13	1	5	0	0	0
Percentage of Tested Scoring 55-100	98%	84%	86%	100%	67%	14%
Percentage of Tested Scoring 65-100	94%	73%	71%	80%	50%	0%
Percentage of Tested Scoring 85-100	11%	2%	7%	0%	0%	0%
Physical Setting/Earth Science						
Number Tested	5	48	58	1	7	4
Number Scoring 55-100	5	45	49	#	5	#
Number Scoring 65-100	3	40	46	#	5	#
Number Scoring 85-100	0	5	14	#	1	#
Percentage of Tested Scoring 55-100	100%	94%	84%	#	71%	#
Percentage of Tested Scoring 65-100	60%	83%	79%	#	71%	#
Percentage of Tested Scoring 85-100	0%	10%	24%	#	14%	#
Physical Setting/Chemistry						
Number Tested	21	1	23	0	0	1
Number Scoring 55-100	21	#	23	0	0	#
Number Scoring 65-100	16	#	21	0	0	#
Number Scoring 85-100	1	#	3	0	0	#
Percentage of Tested Scoring 55-100	100%	#	100%	0%	0%	#
Percentage of Tested Scoring 65-100	76%	#	91%	0%	0%	#
Percentage of Tested Scoring 85-100	5%	#	13%	0%	0%	#
Physical Setting/Physics						
Number Tested			18			0
Number Scoring 55-100			17			0
Number Scoring 65-100			16			0
Number Scoring 85-100			4			0
Percentage of Tested Scoring 55-100			94%			0%
Percentage of Tested Scoring 65-100			89%			0%
Percentage of Tested Scoring 85-100			22%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	26	23	26	0	0	0
Number Scoring 55-100	26	23	24	0	0	0
Number Scoring 65-100	25	23	23	0	0	0
Number Scoring 85-100	12	11	8	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	92%	0%	0%	0%
Percentage of Tested Scoring 65-100	96%	100%	88%	0%	0%	0%
Percentage of Tested Scoring 85-100	46%	48%	31%	0%	0%	0%
Comprehensive Latin						
Number Tested	1	0	0	0	0	0
Number Scoring 55-100	#	0	0	0	0	0
Number Scoring 65-100	#	0	0	0	0	0
Number Scoring 85-100	#	0	0	0	0	0
Percentage of Tested Scoring 55-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	25	23	2	0	3	0
Number Scoring 55-100	17	12	#	0	#	0
Number Scoring 65-100	13	8	#	0	#	0
Number Scoring 85-100	5	4	#	0	#	0
Percentage of Tested Scoring 55-100	68%	52%	#	0%	#	0%
Percentage of Tested Scoring 65-100	52%	35%	#	0%	#	0%
Percentage of Tested Scoring 85-100	20%	17%	#	0%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	29	100%	42	100%	33	88%
Students with Disabilities	7	100%	4	#	9	44%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	44	0%	36%	55%	9%
	Students with Disabilities	15	7%	73%	20%	0%
	All Students	59	2%	46%	46%	7%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	53	53	53	10	10	10	63	63	63
Number Scoring 55–64	5	2	1	4	1	2	9	3	3
Number Scoring 65–84	43	36	39	5	6	7	48	42	46
Number Scoring 85–100	5	13	12	0	1	0	5	14	12
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 9-12)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)